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AUTHOR	Brown, Geraldine E.; And Others
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ABSTRACT

Described is an eclectic program for teaching language and prevocational skills to severely developmentally delayed children. Included are an introduction, a language flow chart, and sections providing behavioral objectives in the following areas: developmental receptive language objectives, developmental expressive language objectives, an articulation program, signing objectives, and considerations for a prevocational program for autistic students. Approximately half of the document consists of a prevocational skills checklist. (IM)

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Title: From Self-Stimulation to Pre-Vocational Training - A Total Program for Autistic Children

Authors: Geraldine E. Brown, Gene LaRoe, and Patricia Neuman

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An Eclectic Approach to Teaching Language Skills to Severely Developmentally Delayed Children

> "Eclectic - 1. Selecting what appears to be best in various doctrines, methods or styles, 2. Composed of elements drawn from various sources."

"Behavior Modification," "Intrusion Therapy," "Developmental Play," "Structured Learning Approach," "Sensory Integration" and many other elements coexist in a program serving these special children. Their diagnosis from other agencies range from "Possible Early Infantile Autism," "Childhood Schizophrenia" to "Severe Behavior Disorder with Probable Retardation." Despite their diagnosis, they had all been rejected from other educational programs, due to severe delays or gaps in emotional, social and intellectual development.

Although each student differs in personality, special talents and even rate of learning, they all share the following characteristics: language deficiency, both receptive and expressive; apparent sensory deficit; severe affect isolation; self-stimulatory behavior; and an absence or minimal presence of social and self-help behaviors. In addition, many of the children exhibited self-abusive behaviors when required to comply with simple social commands. The relationships between these "symptoms" and the cause of these behaviors or behavioral deficits is not yet understood, however without some form of communication, functioning within our social environment is and impossibility.

Although all members of the animal world utilize some form of communication system in their struggle for survival, <u>language</u> is considered to be a unique human behavior. Normal children develop language behaviors naturally; unfortunately the population we are concerned with are either mute or have minimal expressive speech and exhibit minimal receptive language skills. Although linguists and psychologists have studied the development of language in normal children, a review of the literature will reveal that theories concerning the acquisition of language and procedures for teaching language behaviors have yet to be empirically validated by the researchers. In a search for methods and techniques which have proven successful in teaching language behaviors, it is apparent that a behavior modification approach yields verifiable results. Through experience in teaching severely developmentally delayed students forms of communication, expressive speech and sign language, it is apparent that reinforcement is necessary for both learning and maintenance of language skills.

However, before any formal language training can be productive, certain behaviors must be built and interfering behaviors must be decreased. Self-abusive and self-stimulating behaviors must be decreased as data indicates that a child's response to auditory stimuli is delayed or reduced when he is engaging in these behaviors. The shaping of alternative incompatible behaviors through use of artificial reinforcers (food, and liquids) has proven effective for most of the population. However in some cases, time out procedures and the use of mildly aversive stimuli (ex. squirt of lemon juice) were needed to suppress these behaviors. It is important to note that previous to use of aversive or punishment techniques, thorough documentation of positive reinforcement techniques, which proven unsuccessful, was placed in the child's record and within parental consent was obtained and filed.

At the same time these behaviors which interfere with learning were being decreased, the child was learning basic attending skills. These skills include eye contact to task and person, sitting in a chair and following basic commands. In the language objectives which are included, in this packet, a reference is made to basic behavioral skills, which are required previous to imitation training. During the acquisition of basic attending skills, which is accomplished through fading, with the use of artificial reinforcers being contingent upon correct response to stimuli, a relationship between the child and instructor is formed.

Through analysis of video tapes this relationship can be documented. For example, through review of tapes of children entering the program, it is apparent that ignoring of inappropriate behaviors is not effective. The child continues the behavior which is being ignored. However, video tapes of the same children during imitation training, reveals that children who are being ignored will attempt to gain eye contact from the instructor. Behaviors, such as standing up and leaning over the desk to bring themselves into closer physical proximity, performing tasks for which praise has been received previously, and reaching for the instructor in a gentle manner, are a few examples of attention seeking behavior. The basis for the relationship is not yet understood, however, the amount of forced interaction which has occurred and the frequency of reinforcement by the individual instructor appears to influence the observable behavior of the student. This relationship is furthered through physical interaction in the form of touching, tickling, hugging, picking the students up, and spinning them in the air. The individual student's responses to physical interaction are also shaped through the use of artificial reinforcers initially. As the physical attention becomes reinforcing to the student, this natural reinforcement can be substituted for food and liquids.

By the time the student is ready for imitation training, praise and activities within the classroom should have gained some reinforcing value. However, if artificial reinforcers are needed for further behavioral change, liquid reinforcers in squirt containers are recommended. This type of reinforcement increases both "head up" and eye contact behaviors. Imitation training involves both gross and fine motor activities, with work sessions being extremely structured with a minimal amount of visual and auditory distractions. It is important to note that any sounds made by a "nonverbal" child which resemble speech sounds are to be highly reinforced. Whether the sounds are produced while working, walking, or even during toilet training, reinforcement and/or feedback should occur immediately. The term feedback is used to denote the instructor's echoing of the sounds the child has produced.

Following motor imitation training to the point of mouth movement imitation, actual verbal imitation training is initiated. If at this point the student has made no attempt to produce sounds, signing as an alternative form of communication must be given careful consideration. Signing and resultant signed speech have proven to be effective means of communication for many severely developmentally delayed children, especially for those who exhibit extreme articulation problems in addition to language deficits.

Regardless of which form of expressive communication is stressed, receptive vocabulary is continually being expanded. Initial basic commands,such as "sit down" are extended and changed, while labels for all objects in the environment are being introduced. The basic expressive sequence, either speech or signing is included in these papers. The sequence includes labeling, grammatically correct responses, abstractions such as prepositions and pronouns, recall and logical relationships such as time. The objectives included are by no means all inconclusive and further developmental sequences are being developed, as many questions regarding the teaching of reasoning skills and logical thinking are being researched.

Instruction in formal language training sessions using a strict behavior modification approach is recommended and sources for procedural implementation are listed at the conclusion of the language curriculum. However, spontaneity of expressive language and generalization of language to total environment are not natural results of such training sessions. Forced speech, forced social interactions, and parent involvement in language training are all necessary for spontaneous language. The most important ingredient in a program stressing language development seems to be the attitude of the staff. It is their responsibility to teach the students that language is fun and that communication is an effective means of controlling the environment. As the children's language develops, eventually expressive communication should be the <u>only</u> means by which the student can control the environment. Tantrums,

toileting accidents, resistance and aggression should be replaced with verbal interactions, or even abuses, if necessary. Certain teacher behaviors are required to foster this type of verbal interaction. The instructor must be aware of the students' needs and at times anticipate responses to certain situations, so that they can supply verbal prompts to express needs and emotions. In addition, instructors should be explaining consequences for behaviors and reasons for requiring certain behaviors from the students. Once the student's receptive vocabulary has increased to the point where he can understand lengthy sentences, the instructor can begin to purposefully program changes in either time structure or situations. The instructor can then discuss problems and possible emotions the student is having in coping with the change. The student needs to be encouraged to verbalize any feelings or to make statements which he may consider expressive of negative feelings. For example, in one classroom the schedule and requirements for participation had been changed, so that all students who wished to paint must participate in Physical Education. One student, who had been extremely aggressive in the past, was obviously upset by this new requirement. Instead of striking out at another student or instructor, he stamped his foot and yelled "Popeye, Popeye, Popeye." This word had negative connotations from the past, as he had used this repetition as a form of self-stimulation. In this situation, he was reinforced for use of verbal aggression, instead of physical aggression towards others.

It is obvious that instructors must be familiar with the habits and past behaviors of the students in order to intervene appropriately to teach language as an alternative for frustration reaction. Also the instructors must readily appreciate the difference between discrimination learning, trial and error learning and behaviors which evidence any logical thinking, whether it be through problem solving or sophisticated manipulation of adults is reinforced. In other words, behaviors which are "normal" behaviors for all children should be acknowledged. "Good thinking" or"That was really clever" are said with true feeling, and any verbal expressions which deviate from learned responses are strongly reinforced. Internal language or conceptualization is definitely a prerequisite to expressive language. However, teaching procedures for logical thinking have yet to be experimentally validated. This is the reason for labeling an approach to teaching severely developmentally delayed children as "eclectic." To state that a strict behavior modification procedure is responsible for teaching sophisticated language skills, leaves many questions unanswered. "What stimulus provokes cause and effect questions from students?" "Is logical thinking required for answering What If Questions?" "How much conditioning is required for generalization of concepts or principles?" Perhaps researchers studying teacher behaviors which stimulate logical thinking processes, will assist us in relating validated learning

theory to the teaching of cognitive skills. If they can somehow disentangle the complex interwoven language involved in conceptualization, teaching procedures related to reinforcement of more than just the responses can be developed.

Teaching these severely delayed children is a challenging process. "Normal" children evidence curiosity, explore their environment, spontaneously model behaviors and develop language without any apparent external motivation. Their parents and teachers would not express concern over which skill should be taught first, how to teach it, or whether effective reinforcers are readily available. However, the progress or regression of a severely developmentally disabled child is dependent upon correct decisions, and appropriate programs to teach skills in all curriculum areas.

After basic skills are developed, an environment must be arranged which facilitates further expansion and generalization. If a person's language is only as rich as his experiences, then "doing things" must be emphasized. During school hours a variety of activities are needed to help the children understand natural phenomena of all kinds. Field trips, walks, science activities, prevocational activities and even running errands, provide many different language experiences. If the school alone is responsible for teaching all the comprehensive and varied language skills needed by the child to effectively communicate with his environment; then they have been given an impossible task. It is more conceivable that parents learn the skills needed to teach their children, so that the thousands of opportunities for language learning that are available within a home, are fully utilized. Research projects throughout the nation have demonstrated that with proper training, parents are teachers. As a matter of fact, once the parents have learned how to teach their child specific skills, it has been observed that the amount of verbalization which occurs in the home is equal to or greater than that which occurs in a structured school setting. Parent involvement is a necessary component of any language program as maintenance of verbal behaviors, generalization of skills, and learning from the environment cannot be accomplished without a joint commitment.

In summary, building behavioral skills, imitation skills and initial verbal vocabulary requires a strict behavior modification approach. At the same time these behaviors are being established, a dependency type of relationship must be fostered in order to eventually fade out artificial reinforcers. Even though this relationship is developed through reinforcement techniques, spontaneous social behaviors surface which have not been reinforced or taught. Perhaps these behaviors are attempts to receive further reinforcement, or perhaps they are a reflection of the child's expression of his security within the environment. Regardless of the cause, our experience has shown that the use of "awareness training," "physical

stimulation" and "spontaneous verbal interaction" by instructors during play sessions, has resulted in increased spontaneous verbalizations. "Programmed type responses" are in evidence when the students begin to speak, but for any professional to assume that a strict behavior modification approach is responsible for extended spontaneous conversation certainly leaves many theroretical questions unanswered. Until the questions regarding the development of logical thinking processes are answered, it appears erroneous to assume that any specific stimulus has resulted in a three minute spontaneous speech concerning sports cars and their hazards on the highway. This type of complex language behavior is indeed reinforced, however, it is difficult to believe that some form of internal motivation is not operational. Is internal motivation actually a response to previous social reinforcement? Or affective process development related to complex language behavior? An "eclectic" approach will not provide the answers to these questions; carefully designed research projects are desperately needed. In the meantime, the "best of everything" should be provided within classrooms serving these youth, so that they too, can use inner language as a key to understanding the world around them.

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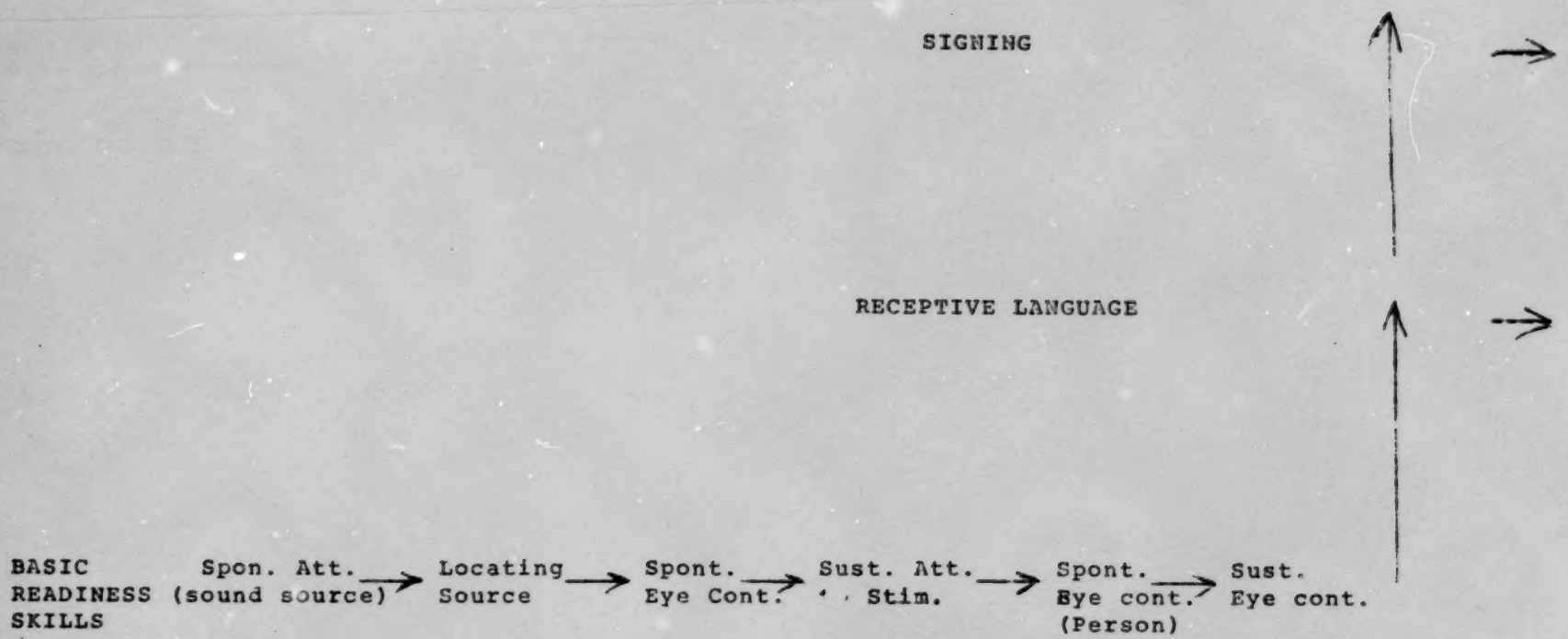
LANGUAGE FLOW CHART



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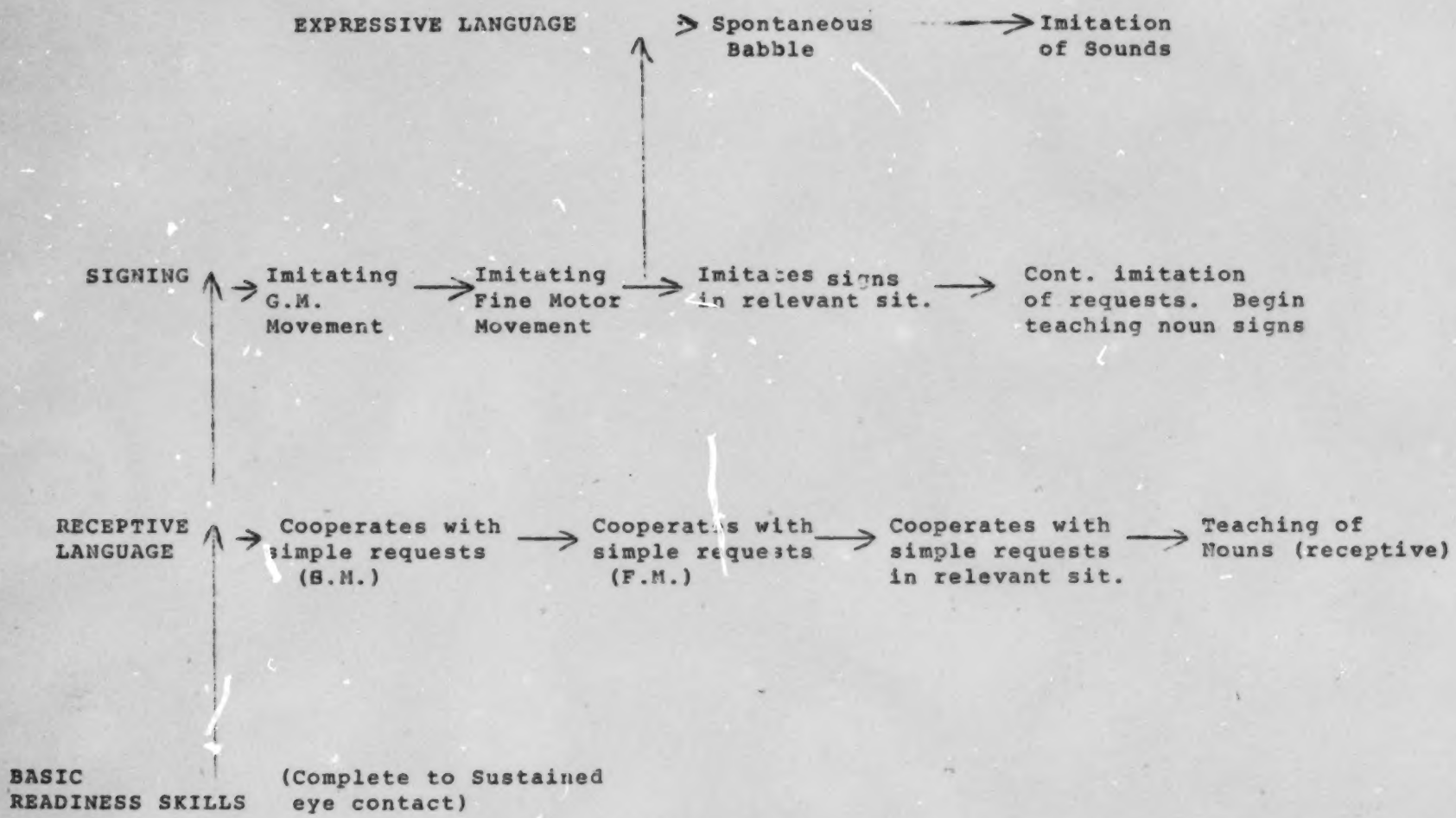

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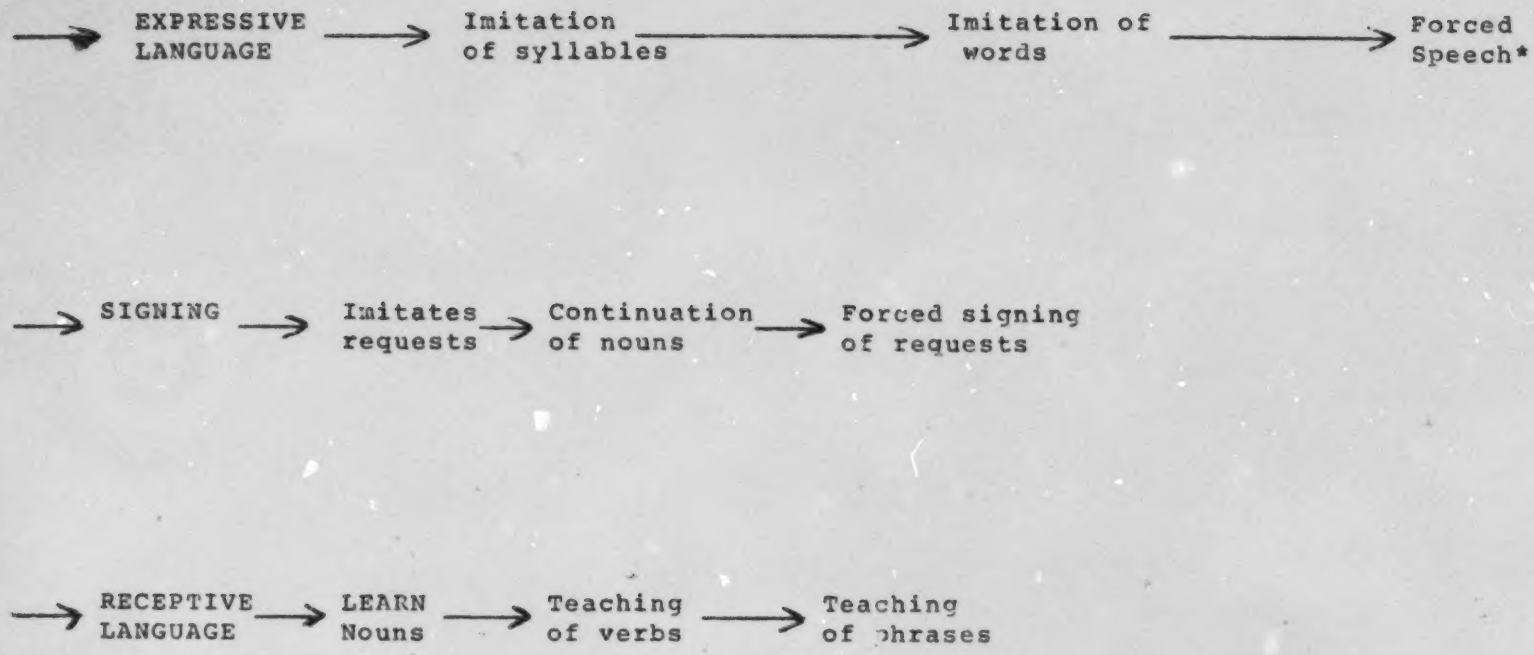

BASIC
READINESS SKILLS

DEVELOPMENTAL RECEPTIVE LANGUAGE OBJECTIVES

Level A - Readiness for Learning

Goal - To learn skills necessary for teaching setting.

1. Spontaneous attention to source of sound. Person or object.
   (1) Child responds to auditory sensory stimulus by attending to source of stimulus.
   Example: When teacher makes continuous sound (blowing whistle), child turns head to source of sound. When teacher bangs ruler, child turns head to source of sound.

2. Locates source of sound stimulus (proximal).
   (2) Child locates source of auditory stimulus when source is immediately near him. (Focus on one stimulus)
   Example: When teacher bangs blocks behind child, he turns around and looks at teacher or blocks.

3. Spontaneous eye contact to source of sound. (proximal).
   (3) Child locates and establishes eye contact to source of auditory stimulus when presented proximally.
   Example: When teacher rings bell under the table the child locates source and establishes eye contact to source.

4. Sustained attention to source of auditory stimulus.
   (4) Child sustains attention to source of auditory stimulus for five seconds or longer. (after initial stimulus - response.)
   Example: When teacher makes sound using color-keyed xylophone, child maintains eye contact to xylophone.

5. Spontaneous eye contact to person presenting stimulus (either vocal or manual sound).
   (5) Child responds to person presenting stimulus (either vocalization or manual sound) by attending to that person.
   Example: When teacher makes sound, child looks toward teacher.

6. Sustained eye contact to person presenting stimulus (vocal).
   (6) Child responds to person presenting vocal stimulus by locating source and attending to source for five seconds or longer.
   Example: Teacher makes sound, child continues to attend to teacher after initial response.

7. Cooperates with simple requests.
   (7) Child responds motorically to single verbal command. (Same as behavioral A-5)

   It is understood that child has been shaped to respond to following commands: Sit down, Stand Up, Look at me, Come here, Stop, Hand me, Give me, Show me, Put on, Take off.

Level B - Small Group Skills

Goal - To successfully participate in small group activities.

1. Auditory discrimination using visual matching.
   (1) Presented with a sound from a set of objects in front of him that match the teacher's. Child will pick up some object and make sound.
   Example: Child and teacher have matching set of objects (rhythm sticks, shaker, bell and blocks). Teacher hits rhythm sticks together. Child picks up his rhythm sticks and hits them together.

2. Auditory discrimination with concealed sound source.
   (2) Given matching set of objects, with teacher's objects concealed, child will identify source of sound by picking up object and making sound.
   Example: Child and teacher have matching set of objects (same as above). Teacher places board between her objects and child's set. Teacher hits blocks together. Child picks up his blocks and hits them together.

3. Auditory memory with concealed sound source.
   (3) Upon hearing a sound stimulus presented behind a visual screen, after the screen is removed, child will correctly select object that produced sound.
   Example: Teacher has bell and shaker box behind board. She rings bell, removes board, child selects bell as source of sound.

4. Auditory sequencing with visual stimuli.
   (4) Upon hearing an auditory sequence of manually produced sounds, child will reproduce pattern.
   Example: Teacher raps ruler in sequence, tap, tap, tap. Child repeats pattern correctly.
   Teacher raps object in sequence, tap, tap, pause, tap, tap, pause. Child repeats pattern correctly.

5. Auditory sequencing without visual stimuli.
   (5) Upon hearing a sequence of manually produced sounds, with sound source behind screen, child will reproduce pattern.
   Example: Same as above, but using screen.

***6. Auditory discrimination of tonal quality (without visual clue).

(6) Child will demonstrate distinctions in volume, and pitch, through reproduction of specific quality.

Example: Teacher hits sticks with varying degrees of force. Child reproduces intensity of sound using his own sticks.

Teacher hits xylophone at different intervals. Child reproduces pitch of sound using his own xylophone on other side of screen.

7. Auditory discrimination of vocal sounds (using visual representation).

(7) Upon hearing vocal stimuli, child will select correct visual representation of sound. (To teach this skill pair sound and visual representation).

Example: Teacher makes m sound, child chooses correct picture representing mouth position of sound.

Teacher makes t sound, child chooses card with "letter" t."

8. Auditory discrimination of nouns using the actual object.

(8) Upon hearing the name of the object, the child will respond by pointing to the object.

Example: Teacher says "ball," child points to ball.

Teacher says "plate," child gives teacher plate.

Categories of nouns to include:

- food
- clothing
- shelters
- living things (animals and plants)
- people (family members and community helpers)
- environmental objects
- household articles
- transportation
- holidays
- toys
- work-related words
- sports (sporting activities and equipment)
- body parts

Note: At least twenty (20) items from each category should be taught

10. Auditory discrimination of nouns using pictures.

(10) Upon hearing the name of an object the child will respond by pointing to a picture of the object.

Example: Teacher says "box," child points to correct picture.

Teacher says "fork," child gives teacher correct picture.

11. Auditory discrimination of functional meaning.

(11) Upon hearing the function of an object, the child will point to the picture of the object described.

Example: Teacher says "Point to what you wear to go swimming," child points to bathing suit.

Teacher says "Point to the object you sleep in," the child points to the bed.

*** Begin Expressive Language Level B here. - If child has spontaneous sounds or words.

12. Auditory Association.
    (12) Upon hearing a mechanical sound the child will point to the picture of the object that produces the sound.
    Example: Teacher plays a tape with typewriter sounds and the child points to the picture of a typewriter.
    Teacher plays a tape with a cat meowing and the child points to the cat

13. Auditory Sequential Memory.
    (13) Upon hearing a command with two separate steps, the student will follow the directions by doing both steps accurately and in the proper order.
    Example: Teacher says "Clap your hands and touch your nose," the child does both in the proper order.

14. Auditory Sequential Memory
    (14) Upon hearing a command with three separate steps, the student will follow the directions by doing the three steps accurately and in the proper order.
    Example: Teacher says "Stamp your feet, touch the wall, and close your eyes," the child does the three commands in the proper order.

15. Auditory figure-ground distinction of sounds.
    (15) Upon hearing a sound against a background noise, the child will point to the object that produced the sound.
    Example: Teacher plays a tape of background noise with a bell sound, child points to the bell.

16. Auditory figure-ground distinction of words.
    (16) Upon hearing a word spoken against background noise, the child will point to a picture of the object named.
    Example: Teacher plays a tape of background noise, and the spoken word "cat," the child will point to the picture of a cat.

17. Auditory discrimination of action verbs using demonstration.
    (17) Upon watching the teacher demonstrate the verb and hearing it named, child will imitate action.
    Example: Teacher says "kick," and simultaneously demonstrates action, child imitates teacher.

18. Auditory discrimination of verbs without demonstration.
    (18) Upon hearing the teacher name a verb, the child will demonstrate it.
    Example: Teacher says "kick," child kicks.

18. CONTINUED

Examples of verbs: Open the door (or close the door). Go to the ... Throw the ... Put the____ in the__. Put the ___ on the _____. Take the ____ out of the ___. Bring me the ... Take off your . . . Give the ___ to ___. Show me your ___. Put down the ___. Look at ___. Lie down. Get the ___ off the ___. Go to the ___ and bring me the ___. Sit over there. Hold your ___. Sit over there. Use your spoon. Drink your ___. Bend over, brush your ..., catch, draw, dress, drink, dry, eat, jump, pull, push, roll, run, say, tie (your shoe), turn around, undress, walk, wash your ..., write, go through _____.

19. Visual discrimination of verbs using pictures.

(19) Upon hearing the teacher name an activity, the child will point to a picture of a person engaged in that activity.

Example: The teacher says "kicking," the child points to a picture of someone "kicking."

20. Visual discrimination of verb phrase, consisting of verb plus object, using pictures.

(20) Upon hearing the teacher, use a verb/object phrase, the child will point to the correct picture.

Example: Teacher says "kick ball," child points to picture of someone kicking a ball.

Teacher says "eat supper," child points to someone eating supper.

21. Auditory discrimination of adjectives.

(21) Upon receiving auditory stimulus of adjectives, child responds by pointing to adjective.

Example: Teacher says "red," child points to red.

Teacher shows child picture of a face, child points to another face which expresses the same emotion.

Categories of adjectives to include: color, size, number, condition, emotions, shape, texture.

22. Auditory discrimination of prepositions.

(22) Upon receiving auditory stimulus of prepositions, child responds by placing, or pointing to the appropriate preposition.

Example: Teacher says "on," child places an object on his body.

Teacher says "Show me in," child points to picture of object in something.

Prepositions to include: in, on, under, beside (next to), in front of, in back of, over, between.

23. Auditory discrimination of a noun phrase, consisting of adjective plus noun.

(23) Upon hearing a noun phrase, the child will point to, or hand the teacher the appropriate picture.

Example: Teacher says "two fish," child points to correct picture.

Teacher says "large ball," child hands teacher correct picture.

24. Auditory discrimination of a noun phrase consisting of preposition plus noun.

(24) Upon hearing a noun phrase, the child will point to the appropriate picture, or place and object in the appropriate place.

Example: Teacher says "on the box," child points to appropriate picture.

Teacher says "under the cup," child places an object under the cup.

25. Auditory discrimination of pronouns.

(25) Upon hearing the pronoun the child will point to appropriate picture.

Example: Teacher says "he," child points to appropriate picture (boy).

Teacher says "I," or "my," and child points to picture of himself.

Teacher says "you," child points to picture of parents or teacher.

Pronouns to include: He, she, it, I/me, my/mine, you, we, they.

26. Auditory discrimination of noun phrase plus verb phrase.

(26) Upon hearing a noun phrase plus verb phrase, the child points to correct picture.

Example: Teacher says "boy is eating," child points to picture.

Teacher says "dog is running," child points to picture.

27. Auditory discrimination of plurals.

(27) Upon hearing the plural form of the word, the child will point to the plural picture.

Example: Teacher says "cats," child points to correct picture.

Teacher says "dresses," child points to correct picture.

Teach plurals: S --> cats
Z --> girls
IZ --> dresses

DEVELOPMENTAL EXPRESSIVE LANGUAGE OBJECTIVES

Level A - Readiness for Learning

The Skill Sequence for Expressive Language at this level is Level A, Receptive Language and Level A of Imitation objectives through A-5, preceded by achievement of Behavioral Objectives A1-5. Upon completion of Imitative A-5 and Receptive Developmental Objective B-5, begin Level B, Expressive Language.

Level B - Small Group Activities.

Goal - To successfully utilize expressive language in small group activities.

Note: Many of these skills have been taught as a receptive skill first. Criteria for skill becoming expressive is three consecutive sessions at 85% accuracy, spontaneous utterance of sounds, and verbal imitation skills.

If the child does not have the skills necessary for expressive speech, teach either signing or bliss symbolics, whichever is more appropriate for the child.

1. Verbal imitation of sounds.
   (1) Upon hearing the teacher produce a sound the child will imitate what the teacher said.
   Example: Teacher says "m," child says "m."

   Teach sounds in developmental order. Note: Articulation therapy program at end of expressive language.

2. Verbal imitation of syllables.
   (2) Upon hearing the teacher produce a sound, the child will imitate teacher's production.
   Example: Teacher says "bi," child imitates "bi."
   Teacher says "it," child says "it."
   Teacher says "kʌp," child says (repeats) "kʌp."

3. Verbal imitation of social speech.
   (3) Upon hearing the teacher greet the student, the child repeats the teacher's greeting.
   Example: When child enters room teacher says "hi," child repeats the greeting.
   Teacher says "bye," when child leaves, child says "bye."

   Also teach: please, thank-you, you're welcome, excuse me.

4. Verbal imitation of nouns (using pictures).
   (4) Upon hearing the teacher produce a word, (nouns) the child will repeat word. (To teach this skill, pair word with picture representation).
   Example: Teacher holds a picture of ball and says "ball," child repeats ball.

5. Verbal naming of nouns (using pictures).
   (5) Upon seeing a picture, the child will name the picture.
   Example: Teacher holds up picture of dress and says "What is this?" child says "dress."

6. Verbal imitation of personal information.
   (6) Upon hearing the teacher state the child's name, the child will repeat his name, address and phone number.
   Example: Teacher says "Jim Smith," child says "Jim Smith."

7. Verbal stating of personal information.
   (7) Upon request of the teacher or parent, the child will state his full name, address, phone number, age, and parents full name.
   Example: Teacher says "What is your name?",child states his full name.

   Note: It is very important for all children to have someway of letting others know who they are, should they become lost or wander away from home.

8. Verbal imitation of the function of objects.
   (8) Upon hearing the teacher state the function of an object, the child will repeat the teacher.
   Example: Teacher says "We eat with a fork," the child repeats the teacher.

9. Verbal stating of the function of objects.
   (9) Upon being requested by the teacher, the child will state the function of an object.
   Example: Teacher says "What do we sleep in?",child says "bed."
   Teacher says "What do we wear on our heads?", child says "hat."
   At least twenty (20) nouns should be taught from each category listed in the receptive section.

10. Verbal imitation of verbs (using pictures).
   (10) Upon hearing the teacher produce a word (verb), the child will repeat the word. (To teach this, pair picture with word).
   Example: Teacher holds up picture of someone kicking, says, "kicking," child says, "kicking."

11. Verbal naming of verbs (using pictures).
    (11) Upon seeing a picture, the child tells what action is taking place.
    Example: Teacher holds up picture of a dog running and says, "What is the dog doing?" child says, "running."
    Teacher holds up a picture of someone eating, child says, "eating." (no auditory cue used).

12. Verbal imitation of verb phrase, (consisting of verb plus noun).
    (12) Upon hearing teacher produce a phrase and holding up a picture of action, child will repeat the phrase.
    Example: Teacher holds up picture and says, "hitting ball," child says, "hitting ball."

13. Verbal usage of verb phrase, (consisting of verb plus noun).
    (13) Upon seeing a picture the child tells what action is happening.
    Example: Teacher holds up a picture of someone eating candy and says, "What is he doing?" child says, "eating candy."

14. Verbal imitation of "is" plus verbing.
    (14) Upon seeing a picture and hearing the teacher say, "is," plus "verbing," child will repeat what teacher said.
    Example: Teacher holds up picture, says "is running," child says, "is running."

15. Verbal usage of, "is verbing."
    (15) Upon presentation of a picture, child says, "is working."
    Example: Teacher holds up picture, asks "What is the boy doing?", child says, "is running."

16. Verbal usage of, "is verbing," in verb phrase.
    (16) Upon seeing a picture the child will use the extended verb phrase.
    Example: Teacher holds up picture, asks "What is he doing?", child says, "is drinking milk."

17. Verbal imitation of article plus noun.
    (17) Upon hearing the teacher produce an article (the or a) plus a noun, the child will imitate the teacher's statement.
    Example: Teacher says "the cat," child repeats.
    Teacher says "a dress," child repeats.

18. Verbal imitation of adjectives.
    (18) Upon hearing an adjective produced by the teacher, the child will repeat what teacher said. Pair word with picture.

18. Continued
Example: Teacher holds up picture of red, says "red," child says, "red."
Teacher holds up picture of sad, says "sad," child says, "sad."

19. Verbal naming of adjectives.
(19) Upon seeing a picture the child tells what is shown.
Example: Teacher holds up a picture illustrating adjective "dirty," child says, "dirty."
Teacher holds up a picture illustrating adjective "big," child says "big."

20. Verbal imitation of prepositions.
(20) Upon hearing a preposition produced by the teacher, the child will repeat what the teacher said.
Example: Teacher places a block "in" a cup, as she places the block, she says, "in." Child repeats "in."
Teacher shows a picture of a cat "on" a table, says "on," child says, "on."

21. Verbal stating of prepositions.
(21) Upon seeing a picture or watching the teacher place an object, the child tells where the object is.
Example: As teacher places a penny "under" the chair, the child says, "under."
Teacher shows a picture, asks the child "Where is the cat?" The child says, "beside."
Teacher shows a picture, asks, "Is the cat over or in the house?" The child says, "over."

22. Verbal imitation of a noun phrase, (consisting of either adjective or preposition plus noun).
(22) Teacher produces a phrase and holds up corresponding picture, child repeats what the teacher said.
Example: Teacher says "red dress" and holds up corresponding picture, child says, "red dress."
Teacher says, "on the roof" with corresponding pictures, child says, "On the roof."

23. Verbal stating of noun phrase.
(23) Upon seeing a picture the child will use a noun phrase to describe the picture.
Example: Teacher holds up a picture and says, "What is that?" Child says, "an open door."
Teacher holds up picture, asks, "Where is the dog?" Child says, "in the basket."

24. Verbal imitation of simple sentence (consisting of noun phrase plus verb phrase).
(24) Upon hearing the teacher produce a simple sentence describing a picture, the child will repeat the teacher's sentence

24. Continued

Example: Teacher presents a picture and says, "The dog is running," the child repeats the sentence.

Teacher presents a picture and says, "The boy is sleeping," the child repeats.

25. Verbal stating of a simple sentence.

(25) Upon being presented with a picture, the child produces a simple sentence to describe the picture.

Example: Teacher holds up a picture and says, "What is happening?", the child says "Mommy is cooking."

Teacher holds up a picture and says, "What is the dog doing," child says "The dog is sleeping.

By this time, the child should be required to use appropriate speech to obtain what he wants and to affect others in constructive ways.

26. Verbal imitation of expanded sentences.

(25) Upon hearing the teacher produce an expanded sentence describing a picture the teacher is holding, the child will repeat the teacher's statement.

Example: Teacher holds a picture and utters sentence, child repeats sentence.

N + V + Prep phr. (The dog is in the house.)

Adj + N + Ving (The gray cat is sleeping.)

Adj + Adj + N + Ving (The big gray cat is eating.)

27. Verbalization of expanded sentences.

(27) Upon seeing a picture or situation, the child will produce an expanded sentence.

Example: The teacher holds up a picture, of a blue bowl on a table, the child says, "The blue bowl is on the table."

By this point in the language program, the child should be able to generate his own grammatically correct sentences to express his needs and describe present situation.

28. Verbal imitation of singular pronouns.

(28) Upon seeing the appropriate picture and hearing the teacher produce the appropriate pronoun, the child will repeat what the teacher said.

Example: Teacher holds picture of a boy and says, "he," child says, "he."

Teacher holds picture of an object and says, "it," child says, "it."

29. Verbal naming of pronouns.
(29) Upon seeing a picture the child will label (name) it with the appropriate pronoun.
Example: Teacher holds picture of a girl, asks, "Is this he or she?", child says, "she."
Teacher holds picture of child, says, "Who is this?", child says, "me."

30. Verbal imitation of "I am verbing."
(30) Upon seeing the teacher perform an action and state what she is doing with the sentence, "I am verbing," the child will imitate the teacher's action and statement.
Example: Teacher stands up and says, "I am standing," the child stands and says, "I am standing."

31. Verbalization of "I am verbing."
(31) Upon being asked, "What are you doing?", the child will answer with, "I am verbing."
Example: Teacher tells the child to stand up, child stands, teacher says, "What are you doing?", child says, "I am standing."

32. Verbalization of plurals.
(32) When presented with more than one stimuli, the child uses the correct plural form.
Example: Stage 1. Teacher says plural form of word along with visual representation (picture), child repeats.
Stage 2. Teacher presents either singular or plural form (with picture) and child gives other form.
Stage 3. Teacher presents picture, child gives correct form of word.

33. Verbalization of "are verbing."
(33) Upon presentation of a picture, child says, "are running."
Example: Teacher holds up picture, asks "What are the boys doing?", child says, "are running."

34. Verbalization of "plural pronouns."
(34) Upon seeing a picture the child will label (name) it with the appropriate pronoun.
Example: Teacher holds up a picture of several girls, child says "they."
Teacher holds up a picture of the class, child says "we."

35. Verbalization of singular and plural, past tense (t and d)
    (35) Upon being asked a question relating to an action picture the child will answer with appropriate verb tense.
    Example: Teacher holds up a picture of a boy walking and says "The boy is walking...No he is sitting down." "What did the boy do?" Child says "the boy walked."

36. Answers questions (using picture stimulation).
    (36) Upon presentation of question, the child will give an appropriate answer.
    Example: Teacher holds up picture and asks child "What is this?", child answers,"This is a ___."

37. Verbal imitation of conjunction.
    (37) Upon presentation of two pictures the teacher will model a sentence using "and," the child will repeat what the teacher said.
    Example: Teacher says, "I have a car and a dress," child repeats.
    Teacher says, "The boy and girl are eating lunch."

38. Verbal use of conjunction.
    (38) Upon seeing two visual stimuli (either picture or real situation) the child will use a complete sentence with the conjunction "and," in it to describe the stimulus.
    Example: Teacher holds up two pictures and asks child "What do you see?" child says, "I see a dog and a cat."
    Teacher holds up two pictures and asks child, "What is the boy doing?" child answers, "The boy is digging and raking."

39. Verbal use of functional relationships.
    (39) By the use of two word utterances the child will express relationships.
    Example:
    1. Existence - There dog
    2. Recurrence (demand, desire) More Milk
    3. No existence - No milk = Milk is gone
        a. Cessation (As he puts down glass of milk, as he sips)
        b. Disappearance (Milk in glass is all gone)
        c. Rejection (Pushes milk aside)
        d. Non-existence (Sees no milk)
        e. Denial (As he sees orange juice)
        f. Prohibition (Points to adult drinking milk)

40. Verbal use of Negation.

(40) The child will use negation to express appropriate situation.

Example: Stage 1. a. neg --- subject No Daddy go
b. neg --- NP No milk
c. neg --- Np No want that

Stage 2. Negative embedded in sentence where auxiliary would normally occur.
Example: I no play.

Stage 3. No structural change, but adds don't, can't.

Stage 4. a. Auxiliary emerges and is placed correctly in relation to not.
Example: I cannot play.
b. Do is emerging.
c. No contractions.

Stage 5. a. Do used more. Example: I do not eat bugs.
b. Contractions used. Example: isn't, can't.
c. Like adults except for tense and number.

41. Relates experiences from the recent past.

(41) When child is in presence of familiar adult, relates experiences of school day, or field trip during day.
Example: Child tells mother about his day in school when she comes to pick him up.

42. Answers "Wh" questions (using picture stimulation).

(42) Upon presentation of a question, the child will give an appropriate answer.
Example: Teacher holds up a picture and asks child "Where do we sleep?", child answers "We sleep in a bed."
Teacher holds up a picture and asks child "Who is by the chair?", child answers "The boy is by the chair."
Teacher holds up a picture and asks child "When do we sleep?", child answers "We sleep in the night."

43. Does/Do/Did.

(43) Upon being asked a question starting with does/do/did, the child will answer appropriately.
Example: Teacher says "Does a plane fly?" child gives appropriate answer "Yes."

44. Answers How questions (relating to feelings).

(44) Upon being presented with a picture and a verbal question, the child will answer appropriately.
Example: Teacher holds up a picture and says "How does the girl feel?", child says "The girl feels sad."

45. Child asks questions.

(45) When requesting things, child will use correct question forms.

Example: 1. Tag Questions, Example: Child says "I want to go out, okay?"

2. Yes/No Questions.
   a. rising intonation at end of the sentences, Example: Go out.
   b. elaborate sentence structure continue rising intonation
   c. no inversion of subject and auxiliary, Example: I can go out?
   e. inversion of subject and auxiliary, Example: Can I go out?

3. Wh Questions.
   Stage 1. a. fixed inflexible forms
      1) What's that?
      2) What men doing?
      3) Where men going?
   b. not really asking for more information
   Stage 2. a. "What"for object
   b. "What doing" for action
   c. "Where" for location and direction
   d. Tacks on WH questions in front of sentence.
   Stage 3. WH stands for a piece of the sentence, ie, What book name?
   Stage 4. a. auxiliaries are emerging
   b. no inversion of subject and auxiliary
   Stage 5. a. inversion of subject and auxiliary
   b. do - develops without inversion, with inversion number and tense, develop last

46. Answer functional questions.

(46) When asked a functional question, child will give appropriate answer.

Example: Teacher says, "What do you do when you are sleepy?", child says, "Go to bed."

47. Relates past to present.

(47) The child will verbally relate a past experience to the present situation.

Example: Child is watching a baseball game and tells his father about the baseball game he played in school.

48. Asks for explanations, motives for action.
(48) When given a command, the child asks for explanation.
Example: Teacher says, "Johnny, hang your coat up."
Child wants to know "Why?"
Child observes men digging up street and asks his mother why they are digging the street.

49. Verbalizes causal or logical relationships.
(49) Child will verbalize the consequences of an action.
Example: The child will tell his mother, "If I don't take off my wet clothes, I might catch a cold."
The child will tell his younger brother, "If you don't stay out of the street, you'll have to go in the house."
The child will say, "If I clean up all my toys, mom will let me watch television."

Note: There are many more advanced grammatical structures which are not covered in this curriculum. If the child masters all the objectives, he will be able to express himself adequately in most situations.

Level C - Individual Skills for Large Group Interaction.

Goal - To successfully increase individual language development in Large Group Situations.

1. Recall of group rules and procedures.
(1) Child is able to demonstrate or verbally recall rules to govern his individual behavior.
Example: Before child joins others in listening area, teacher asks child how he is to behave.

2. Recall of consequences to inappropriate behavior.
(2) Child is able to state the results of inappropriate behavior.
Example: Before child goes to play area, teacher asks child, "What will happen if you don't stay in the play area?" Child states that he will be sent back to his seat.

3. Verbally recognize feelings in others.
(3) Upon questioning or spontaneously, child will identify feelings in others.
Example: Child sees another child come into the room obviously upset, and he tells the teacher about the upset student.

At this point the child has acquired the basic skills for generating language appropriate to most situations. Rules of grammar, vocabulary, and language usage continue to develop and expand.

The child should continue to use language to reinforce others' behavior as well as affect his own reinforcement for using appropriate language.

Before Levels C or D can be expected to occur, the child must have developed a fairly advanced ability to relate to others.

Level D - Group Skills.

Goal - To contribute in group situations.

All language skills necessary to function in a group have already been established. The child should be reinforced for appropriate language usage. When the child makes an error in grammar or vocabulary, he should be presented with the correct model. Language should be fun and enjoyable, not a chore.

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ARTICULATION PROGRAM

1. Imitation of vowels
   (1) Upon hearing the teacher produce a vowel sound, the child imitates the teacher's sound.
   Example: Teacher says /e/, child repeats.

2. Production of vowels.
   (2) Upon seeing the visual symbol for a vowel, the child will produce the correct sound.
   Example: Teacher shows child the letter/e/, child produces the correct sound.

3. Imitation of consonants.
   (3) Upon hearing the teacher produte a consonant sound, the child imitates the teacher's sound.
   Example: Teacher says /m/, child repeats.

4. Production of consonants.
   (4) Upon seeing the visual symbol for a vowel, the child will produce the correct sound.
   Example: Teacher shows child the letter /m/, child produces the correct sound.

5. Imitation of nonsense syllables.
   (5) Upon hearing the teacher produce a nonsense syllable, the child will imitate the teacher.
   Example: Teacher says /te/, child repeats.
   Note: Use syllables of the following shapes: CV, VC, CVC, CCV, VCC, CCVC, CVCC.

6. Production of nonsense syllables.
   (6) Upon seeing the visual representation of a nonsense syllable the child will produce the syllable.
   Example: Teacher shows child the letters /te/, child produces correct sound.

7. Imitation of words, t sound in initial position.
   (7) Upon hearing the teacher produce a word that has the sound in the initial position, the child will imitate the teacher.
   Example: Teacher says /mat/, child repeats.

8. Production of words, t sound in initial position.
   (8) Upon seeing either a picture or the word that has the sound in the initial position, the child will produce the word.
   Example: Teacher holds up a picture of a /mat/, child says /mat/.
   Teacher holds up the word /more/ child says /more/.

9. Imitation of words with the sound in the final position.
   (9) Upon hearing the teacher produce a word that has the sound in the final position, the child will imitate teacher.
   Example: Teacher says /team/, child repeats.

10. Production of word with the sound in the final position.
   (10) Upon seeing either a picture or the word that has the sound in the final position, the child will produce the word.
   Example: Teacher holds up a picture of a /team/, child says /team/.
   Teacher holds up the word /time/, child says /time/.

11. Imitation of words with the sound in the medial position.
   (11) Upon hearing the teacher produce a word that has the sound in the medial position, the child will imitate the teacher.
   Example: Teacher says /hammer/, child repeats.

12. Production of words with the sound in the medial position.
   (12) Upon seeing either a picture or word which contains the sound in the medial position, the child will imitate the child.
   Example: Teacher holds up a picture of a /hammer/, child says /hammer/.
   Teacher holds up the word /coming/, child says /coming/.

13. Production of words in patterned sentences.
   (13) Upon being presented with a patterned sentence the child will correctly produce the word that has the sound receiving attention.
   Example: Teacher presents "I like milk ", child says "I like milk ."

14. Production of sentences containing several words containing the sound.
   (14) Upon being presented with a sentence that contains several words with the sound, the child will reproduce the sound.
   Example: for /m/
   "My mother is making some jam."
   for /b/
   "The ball bounced into the tub."

15. Production of words in conversation.
   (15) Upon engaging in simple conversation, the child will produce the sound correctly in all speaking situations.

Note: Two excellent sources of words and activities for articulation therapy:
For the younger child Goldman-Lynch Sound Symbol Development Kit. American Guidance Service

For older children and adults Voice and Articulation Drill Book, Grant Fairbanks. Harper and Row Publishers. N.Y. 1960 (second edition)

SIGNING OBJECTIVES

Through out the signing curriculum, it is very important that the teacher talk to the children while she signs to the children.

To get the attention of a child who does not respond to auditory stimuli there are several alternatives: Tap the child on the arm, wave your hand in front of his eyes. flick the lights on and off, or stamp your feet (they might feel the vibration).

1. Spontaneous eye contact to person presenting stimulus.
   (1) Child responds to person presenting stimulus by looking towards person who called his name.
   Example: Teacher calls child by name, child looks at teacher.

2. Sustained eye contact to person presenting stimulus.
   (2) Child responds to person presenting vocal stimulus by locating source and attending to source for five (5) seconds or longer.
   Example: Teacher makes sound child continues to attend to teacher after initial response.

3. Imitation of gross motor activities .
   (3) When requested to imitate the teacher, the child will imitate the movements.
   Example: Teacher says, "Do this" and raises her arms above her head, child imitates.

4. Imitation of fine motor activities.
   (4) When requested to imitate the teacher, the child will imitate the movements.
   Example: The teacher says, "Do this" and makes a line in the sand, the child imitates the teacher's action.

5. Production of gross motor movements (verbal command).
   (5) When given verbal instruction to carry out a command involving a gross motor movement, the child will carry out the activity.
   Example: Teacher says, "Raise your hand," child raises his hand.

6. Production of fine motor movements.
   (6) When given verbal instruction to carry out a command involving a fine motor movement, the child will carry out the activity.
   Example: Teacher says, "Draw a line," child draws a line.

7. Teacher produces and names a basic command.
   (7) While the child is watching, the teacher will produce and verbalize a basic command.
   Example: Teacher signs and says, "stand up," child watches teacher.

   Basic commands: bathroom, stand up, sit down, help, quiet, wash hands, play, line-up, look, watch, work eat, drink.

8. Teacher prompts child to follow signed command.
   (8) With the child watching,the teacher produces and names a basic command and prompts the child to follow the command.
   Example: Teacher signs and says, "stand up," teacher prompts child to stand-up.

9. Child follows signed command.
   (9) Upon being given a signed command, the child will carry out the command without a prompt.
   Example: Teacher signs and says, "stand up," child stands-up.

10. Signed imitation of social speech.
    (10) When greeted by the teacher, the child will imitate the teacher's signed greeting.
    Example: Teacher signs, "good morning"to child, child imitates sign for "good morning."

11. Signed imitation of personal information.
    (11) Upon seeing the teacher sign the child's name, the child will imitate the teacher.
    Example: Teacher signs, "Tom," child imitates sign for "Tom."
    Personal information includes: name, address, phone number, birthday, and parent's name.

12. Signed imitation of nouns (using pictures).
    (12) Upon seeing the teacher sign a word, (nouns) the child will imitate the sign. (To teach this skill, pair the sign with picture representation.)
    Example: Teacher holds up a picture of a cup and signs "cup," child imitates sign.

13. Signed naming of nouns (using pictures).
    (13) Upon seeing a picture, the child will sign the name of the picture.
    Example: Teacher holds up a picture of a cup, child signs cup.

14. Signed imitation of the function of objects.
    (14) Upon seeing the teacher sign the function of an object, the child will imitate the teacher.
    Example: Teacher holds up a picture of a bed and signs, "sleep," child imitates teacher signs.

15. Signing the function of an object.
    (15) Upon request, the child will sign the function of an object.
    Example: Teacher holds up a picture of a bed, child signs "sleep."

    Note: At least (20) twenty nouns should be taught from each category listed in the receptive section.

16. Signed imitation of verbs (using pictures).
    (16) Upon seeing the teacher sign a word (verb), the child will imitate the sign. (To teach this,pair a picture with the sign).
    Example: Teacher holds up a picture of a bed, child signs "sleep."

17. Signed naming of verbs (using pictures).
    (17) Upon seeing a picture, the child signs the action demonstrated in the picture.
    Example: Teacher holds up a picture of a boy walking, child signs "walking."

18. Signed imitation of a verb phrase, (consisting of verb plus noun).
    (18) Upon seeing a picture and watching the teacher sign the phrase to describe the picture, the child will imitate the teacher's sign.
    Example: Teacher holds up a picture of "drinking milk," teacher signs "drinking milk," child imitates signs.

19. Signed usage of verb phrase, (consisting of verb plus noun).
    (19) Upon seeing a picture, the child signs the phrase which describes the picture.
    Example: Teacher holds up a picture of "drinking milk," child signs "drinking milk."

20. Signed imitation of "is verbing."
    (20) Upon seeing a picture and the teacher's sign "is" plus "verbing," the child will imitate the sign.
    Example: Teacher holds up a picture of "drinking" and signs "is drinking," child imitates signs.

21. Signed usage of "is verbing."
    (21) Upon presentation of a picture, the child signs "is verbing."
    Example: Teacher holds up a picture of "drinking," child signs "is drinking."

22. Signed usage of "is verbing " in verb phrase.
    (22) Upon seeing a picture the child will sign the extended verb phrase.
    Example: Teacher holds up a picture of a"boy drinking," child signs "is drinking milk."

23. Signed imitation of article plus noun.
    (23) Upon seeing the teacher produce an article the or a plus a noun, the child will imitate the teacher's sign.
    Example: Teacher holds up a picture of a boy and signs "a boy," child imitates the signs.

24. Signed imitation of adjectives.
    (24) Upon seeing an adjective produced by the teacher, the child will imitate the teacher's sign. (Pair word with picture).
    Example: Teacher holds up a picture of "red" and signs "red," child imitates sign.

25. Signed naming of adjectives.
    (25) Upon seeing a picture, the child describes through signing what is shown.
    Example: Teacher holds up a picture of "sad," child signs "sad."

26. Signed imitation of prepositions.
    (26) Upon seeing a preposition signed by the teacher, the child will imitate the teacher's sign.
    Example: Teacher places a block "on" a box and signs "on," child imitates "signs."

27. Signed naming of prepositions.
    (27) Upon seeing a picture or watching the teacher place an object, the child signs placement of the object,
    Example: Teacher places a block "on" a box, child signs "on."

28. Signed imitation of a noun phrase, (consisting of either adjective or preposition plus noun).
    (28) Teacher signs a phrase and holds up corresponding picture, child imitates teacher's sign.
    Example: Teacher holds up a picture of a "red dress," teacher signs "red dress," child imitates signs.

29. Signed stating of noun phrase.
(29) Upon seeing a picture,the child will sign a noun phrase to describe the picture.
Example: Teacher holds up a picture of a "red dress," child signs "red dress."

30. Signed imitation of simple sentences, (consisting of noun phrase plus verb phrase).
(30) Upon seeing the teacher sign a simple sentence describing a picture, the child will imitate the teacher's sentence.
Example: Teacher holds up a picture of a "boy drinking" and signs "The boy is drinking," child imitates.

31. Signed stating of a simple sentence.
(31) Upon being presented with a picture, the child signs a simple sentence to describe the picture.
Example: Teacher holds up a picture of a "boy drinking," child signs "The boy is drinking."

Note: By this time, the child should be required to use appropriate signs to obtain what he wants and to affect others in constructive ways.

32. Signed imitation of expanded sentences.
(32) Upon seeing the teacher sign an expanded sentence describing a picture, the child will imitate the teacher's signed statement.
Example: Teacher holds up a picture of "a girl wearing a dress," signs "A girl is wearing the dress," child imitates signed sentence.

33. Signing of expanded sentences.
(33) Upon seeing a picture or situation, the child will sign an expanded sentence.
Example: Teacher holds up a picture of "a girl wearing a dress," child signs "A girl is wearing a dress."
Note: By this point in the signing program, the child should be able to generate (sign) his own gtammatically correct sentences to express his needs and describe present situations.

34. Signed imitation of singular pronouns.
(34) Upon seeing the appropriate picture and sign, the child will imitate the teacher's sign.
Example: Teacher holds up a picture and signs "he," child imitates.

35. Signed naming of pronouns.
(35) Upon seeing a picture,the child will sign the appropriate pronoun to name the picture.
Example: Teacher holds up a picture of a boy, child signs "he."

36. Signed imitation of "I am verbing."
    (36) Upon seeing the teacher perform an action and sign what she is doing with the sentence "I am verbing," the child will imitate the teacher's action and sign.
    Example: Teacher stands and signs "I am standing," child imitates.

37. Signing of "I am verbing."
    (37) Upon being asked through signing "What are you doing?", the child will sign "I am verbing."
    Example: Teacher stands and signs "I am standing," child imitates.

38. Use of Plurals.
    (38) When presented with more than one stimuli, the child signs the correct plural form.
    Example: Teacher presents a picture of several cats, child signs "cats."

39. Signing of "are verbing."
    (39) Upon seeing a picture, the child signs "are" plus "verbing," to describe the action in the picture.
    Example: Teacher presents a picture of several people, child signs "are walking."

40. Signing of "plural pronouns."
    (40) Upon seeing a picture the child will sign (name) it using the appropriate pronoun.
    Example: Teacher holds up a picture and the child signs "they."

41. Signing of singular and plural past tense, (t and d).
    (41) Upon seeing the teacher sign a question related to a picture, the child will sign using the appropriate past tense form.
    Example: Teacher holds up a picture and signs "What did the boy do?", child signs "The boy walked."

42. Answers questions (using picture stimulation).
    (42) Upon presentation of a question, the child will sign an appropriate answer.
    Example: Teacher holds up a picture and signs "What is this?", child signs "This is a ___."

43. Use of conjunction.
    (43) Upon presentation of two visual stimuli (either picture or real situation), the child will sign a complete sentence with the conjunction "and" to describe the stimulus.
    Example: Teacher holds up two pictures and the child signs "The table and chair are on the floor."

44. Use of functional relationships.
(44) By the use of two word signed utterances the child will express relationships.
Example: 1. Existence: There dog
2. Recurrence: More milk
3. No existence: No milk

45. Use of negation.
(45) The child will sign negation to describe a situation appropriately.
Example: Stage 1. No milk
Stage 2. I no play
Stage 3. Use of "don't and"can't (structurally incorrect)
Stage 4. a. Use of auxillary
I can not play.
b. "do" is emerging
Stage 5. a. "Do" is used
I do not eat bugs.
b. contractions used correctly
"don't," "can't"

Note: These are the normal development stages of negation. In teaching children who do not respond to verbal, teach stages 1,4, and 5. These will give the child correct grammatic structure.

46. Relates experiences from the recent past.
(46) When child is in presence of familiar adult, relates experiences of the school day, or of a field trip through signing.
Example: Mother and child are signing, child signs what happened in school.

47. Who, When, and Where questions.
(47) When presented with a question beginning with who, when, or where, the child will sign an appropriate answer.
Example: Teacher holds up a picture and signs "Who is by the lamp?", child signs appropriate answer.
Teacher holds up a picture and signs "Where do we sleep?", child signs appropriate answer.
Teacher holds up a picture and signs "When do we sleep?", child signs appropriate answer.

48. Does, Do, and Did questions.
(48) Upon being presented with a question starting with does, do, or did, the child will sign an appropriate answer.
Example: Teacher signs "Does a plane fly?", child signs appropriate answer.

49. How questions relating to feelings.
    (49) When being presented a question beginning with "how," relating to feelings, the child will sign an appropriate answer.
    Example: Teacher holds up picture and signs "How does the girl feel," child signs.

50. Child asks question.
    (50) When requesting things, the child will sign the correct question form.
    Example: 1. Tag Questions
    2. Yes/No Questions
    3. "Wh" Questions

51. Answers functional questions.
    (51) When presented with a functional question, the child will sign an appropriate answer.
    Example: Teacher signs "What do you do when you are sleepy?", child signs "go to bed."

52. Relates past to present.
    (52) The child will sign to relate a past experience to the present situation.
    Example: Child is watching a baseball game and signs to his father about a baseball game he played in school.

53. Asks for explanations, motives for action.
    (53) When given a command, the child asks for explanation in sign.
    Example: Teacher signs "Johnny, hang your coat up," child signs "Why?"

54. Signs causal or logical relationships.
    (54) Child will sign the consequences of an action.
    Example: Child will sign to his mother "If I don't take off my wet clothes, I might catch a cold."

Note: There are many more advanced grammatical structures than can be taught through signing that are not covered in this curriculum. If the child masters all the objectives, he will be able to express himself adequately through signing in most situations.

Considerations of a Prevocational Program for Autistic Students

The understanding of the impact of autism on human functioning has been the subject of numerous research studies by members of the medical and psychology fields. Educators and research teams have conducted numerous investigations designed to develop techniques and programs for assisting autistic citizens to adjust to their unique disability. Autism, while constituting an invisible handicap to the naive observer, is in reality a devastating disability. Despite the cause, the lack of acquisition of language by the autistic child results in a handicap that is manifested as severe linguistic retardation and impaired communication skills.

At this point in time our knowledge of the impact of autism on the language development, intellectual functioning, academic achievement, and personal-social adjustment of autistic citizens, while substantial, is far from complete. As would be expected, considerable differences exist regarding optimal educational programs for autistic children. The different philosophies or "schools of thought" relating to techniques and programs are reflective of the wide diversity of orientation of the authors. Despite the various philosophies, based on conclusions that have been reached as a result of interpretations of incomplete evidence pertaining to a highly complex subject, some basic threads of common agreement do exist. One of the areas of agreement include the autistic child's possession of special non-verbal abilities which emerge primarily as a function of the maturational processes (e.g., spatial, clerical, and psychomotor abilities). These non-verbal abilities are referred to as splinter skills, as they reflect normal or above average functioning while the performance in other areas reflects a background of serious retardation.

There is no argument regarding the observation that autistic youths and adults do exhibit retarded emotional development and personal functioning. It appears evident that the autistic youth are more introverted, slightly more egocentric, evidence more feelings of suspicion and are less mature in judgement and in social competence. In fact they are deficient in the common knowledge and basic social skills that the average person takes for granted. However, the "experts" still dispute the nature of the hypothesized cause. A simple explanation which also pertains to other exceptional youth (blind, deaf, retarded, and physically handicapped) holds that deficits in experience are responsible for resultant personal-social functioning. If any exceptional child grows up in a restricted environment, he is certain to exhibit retarded behavior patterns. In most cases, these characteristics and conditions are responsive to educational rehabilitative treatments.

There is common agreement concerning the impaired communication skills of the autistic youth. Language is an essential feature of current adult functioning, with normal people

possessing competence both in processing formal information and in linguistic competence necessary for social communication. At this point it is relevant to note that the emphasis in general education is on developing competence in reading and writing. Also due to the increasing awareness that there are many people who do not benefit from current systems for teaching reading, emphasis is now being placed on programs that will teach reading skills and teach language systems at the same time. These approaches hold promise for improving the reading skills and knowledge of standard English for autistic citizens.

Due to increased awareness of autism through the efforts of the National Society for Autistic Children, autistic citizens are being influenced by federal, state, and local actions designed to improve education, increase educational opportunities, vocational training and job placement. Educational programs to meet the needs of the autistic child are being implemented throughout the nation. As the number of students benefiting from an individualized educational program increase, the need for appropriate vocational training with resultant or concurrent job placement will become a problem of increasing magnitude. The parents and teachers who have expended time, energy and resourcefulness in an effort to help the autistic child become a productive citizen will not remain on the sideline as the autistic adult wastes away his productive work years sitting at home.

It is true that in many situations, environmental pressures place constraint on career choice and vocational adjustment. Even though poverty, prejudice, rigid societies, and institutions can severely limit individual choices, our expanding, complex and affluent society can offer greater flexibility and can assist in maximum individual development. Vocational choice, career pattern, satisfaction and success have been related to antecedent or parallel vocational behaviors. The individual studies demonstrating these relationships have been reviewed by Roe (1956), Hertzberg et.al. (1957), and Borow (1964). These studies support the view that vocational behaviors are a part of a process of vocational development. For the purpose of this paper vocational adjustment is considered to be current behavior related to the general processes of individual growth and development which are reflected in the career choice of the individual.

A comprehensive theoretical framework for vocational development has been constructed by Super and Overstreet (1960). Their model delineates sequences of life stages together with a brief description of the nature of vocational behavior which is appropriate to each stage. Their earliest phases of vocational development occur in the preadolescent period when the child views work and career in ways that are not related to reality. Adult roles are considered in terms of fantasy, e.g., the mailman delivers letters and the policeman stops crime. He determines what he views as possible careers through his personal contacts and the information he receives through the media.

In early adolescence, he explores his own abilities and relates what he does well and what is considered socially useful or desirable to his possible career choices. At the end of adolescence and in his early young adulthood, he still explores possible vocations with increasing concern to reality factors, e.g., schooling required, job opportunities and actual financial rewards. For the next one or two decades he works at establishing himself in a chosen occupation. Following this period, he directs his energies at maintaining his position and his level of functioning.

It is important to interject that during the preadoloescent period most children are learning to accept some responsibility, e.g.chores at home and school, to complete some tasks without constant adult supervision and are reflecting some modeling of adult attitudes towards work, e.g. wanting to help others and being on time.

During adolescence, most children are completing many tasks without supervision, are making lists or notes as to tasks that need to be done, have learned to delay gratification (e.g. getting an allowance on Saturday), are able to follow written or orally sequenced directions for task completion, can anticipate results of actions, can utilize problem-solving abilities, are participating in leisure-time or recreational activities, and are beginning to organize their time effectively. Mature vocational functioning appears to occur as a result of the following principles: 1) work behavior proceeds from random and undifferentiated activity to goal-directed specific activity; 2) attitudes and ideas flow in the direction of increasing awareness and orientation reality; and 3) behavior moves from dependence on significant others to increasing independence.

Generally speaking, the autistic child with his withdrawal from contact and delayed language development appears to suffer from severe developmental lags in view of this framework for vocational development. During preadolescence his view of work and careers, even at a fantasy level, is extremely narrow due to his inability to benefit from personal contacts, his inability to receive information from the media and his lack of practical work experience in his home and at school. The gap seems to widen at adolescence due to the compounding effect of lack of experience. The autistic child can be assisted in exploring his own abilities, but to expect him to make social judgements concerning careers appears to be extremely unrealistic. Typical adolescent work habits and skills can be learned, if many prerequisite skills have been developed, e.g. understanding three stage commands or directions.

These severe developmental lags can be diminished through early identification and placement in appropriate educational programs which include parent training as an essential component. With a basic knowledge of child development, assistance in providing experiences and activities which will further their

child's development and support reinforcement from parent trainers, parents willingly assist in the prevention or reduction of behavioral deficits. The term home-school cooperation assumes acceptance of responsibility on behalf of both parties. School personnel possessing knowledge of the processes of learning, identify the behavioral deficits which exist and implement programs following the basic principles which guide development toward mature vocational functioning.

Vocational development is a two-stage process the goal of which is to assist the client in making a successful vocational adjustment, i.e. in securing a job which he performs competently and from which he derives some measure of satisfaction. The first stage of this two part process is the prevocational stage consisting of all behaviors associated with the world of work. The second, the vocational stage, is concerned with all job-seeking behaviors and with actual vocational adjustment (job performance to employer's needs). As previously stated, the kinds of prevocational and vocational behaviors exhibited are the result of certain individual and social factors. These factors which have been delineated in a model by Lerman (1969) are applicable to all handicapped citizens, as his selection is based on aspects of general individual functioning and general environmental influences which are directly related to prevocational or vocational behaviors. His model specifies internal factors which govern the kinds of jobs which the client will seek. The client's vocationally related traits, abilities, interests, the extent of his knowledge of the world of work and the amount of vocational planning in which he has engaged are all relevant factors. The model outlines external factors (i.e. sources of information about jobs and contingency factors including age, current economic conditions and geographical locale), which govern the clients vocational behavior.

Research studies have shown that many aspects of the individual's environment affect vocational behavior. For example, a significant relationship exists between the level of education of the mother and the time it took the subject to find employment. The higher the level of education, the longer time it took for the child to find a job. However, in attempting to understand the nature of this relationship, several inferences could be made, e.g. homes of better educated mothers tend to be more affluent, therefore,being able to financially support the subject for a longer period of time. Any of the inferences may be correct for an individual subject, but there may be even more subtle interrelationships affecting his vocational behavior. It is apparent, therefore, that while results show that certain aspects of the client's environment have influenced a specific vocational behavior, the nature of the influence is more difficult to determine.

During the past decade research and demonstration projects conducted within rehabilitation facilities have identified specific problems with and major predictors of suitable employment for

the handicapped. There were two major predictors of competitive employment; previous work experience and completion of a vocational training program. In addition, it has been noted that the ability to read and understand written materials has become increasingly critical as technological developments reduce the number of semiskilled occupations. Communication ability also becomes an important skill as public service occupations continue to increase in number. In addition to communicating with customers, the ability to develop good relationships with coworkers and supervisors, which entails communication about the formal and informal aspects of work, is extremely important in obtaining salary increases and promotions. The acquisition of vocational skills is necessary for obtaining a job and salary is governed through contractual arrangement: however, the worker with good social skills has greater opportunity to remain or to advance in his work.

Communication difficulties both on the job and with the staff of rehabilitation facilities constitutes the greatest problem for clients. Communication, as an aspect of the problem, is considered here not only for its importance in early language development and interpersonal rapport, but for the manner in which treatment is conducted. Results of previous research studies caused Super and Overstreet (1967) to conclude that handicapped clients can be successfully served in rehabilitation facilities by employing a special care staff of professionals. A major reason for the lack of services to the autistic citizen is the difficulty most people have in communicating with them. Staffs of educational programs serving such students have acquired the orientation and communicative skills necessary to surmount much of this difficulty. It is imperative that consultation be offered to other agencies as a way of extending knowledge about autism and of promoting provision of services elsewhere. Although consultation is effective in facilitating the work of others, our experience suggests that consultation must continue over a long period of time before comfort and skill are acquired by the other nonspecialized professionals to the degree necessary for them to do meaningful work. The provision of effective rehabilitation services is <u>dependent</u> upon the enhancement of the communication skills of both the autistic client and the professional staff.

Through the increases in career education and prevocational training programs, it is apparent that vocational rehabilitation personnel are taking on the added role of vocational development advocates for those students who are still in early adolescence. Working with students of this age assists us in examining the influences that lead to vocational maladjustment. In a study conducted with deaf adolescents by Lerman (1970), results indicated that prevocational behaviors are predictive of subsequent adjustment. It is apparent that the deficits he noted in deaf adolescents are similar and relevant to the autistic population as well. He relates that lack of vocational information and planning, poor development of interests and attitudes, limited home stimulation, limited language development, poor social

skills and attitudes, and the effects of institutionalization interfere with successful vocational adjustment.

The establishment of public school education programs for the autistic child is negating the effect of institutionalization, with component parent training programs increasing the amount of home stimulation the child receives. Language stimulation from an early age will increase language development: however, comprehensive personal-social adjustment services are needed to assist with the other problems. Minimal competence in all areas of personal-social functioning must be attained before independent living is a realistic goal. If home-living skills are not taught beginning at an early age through home-school programming, then arrangements for supervised living will be required. The acquisition of information and basic education skills (reading, writing, and math) related to satisfactory personal-social functioning is the second type of competency to be included in a total program. The third area relates to recreational opportunities and experiences designed to help the autistic student develop vocational interests or varied leisure activities. Recreational activities also serve as a vehicle for training and experience in social interaction with peers, staff and members of the community.

In summary, it appears that professional intervention is critical to provide important services and to confront some of the issues relevant to the prevention of the potentially handicapped effects of autism. A care program of prevocational and social services will assist the autistic student toward adequate vocational development. It is imperative that the professional in the classroom develop the full potential of each child by providing educational opportunities for goal-directed specific activities, increased independence and increased orientation to reality, coupled with socially appropriate communication during such activity periods. The second role of the professional is to provide assistance to the family through training and counseling in order to ensure cooperative effort in independent living and communication skills. The third role of equal importance involves providing community agencies with knowledge of the autistic citizen and consultation to assist them in providing needed services to the autistic child and his family. Only through the assumption of these three roles by professionals will the autistic citizen gain his rightful opportunity to participate in a variety of social and cultural activities, and to make a recognized contribution to the maintenance of societal functioning.

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Prevocational Checklist

Work Abilities

NAME _____

DATE _____

A. Work Habits	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Follows verbal or modeled instruction.					
2. Follows two stage instructions.					
3. Completes a given task within a defined time period.					
4. Follows a related three stage sequence necessary for accomplishment of a task.					
5. Answers the telephone appropriately.					
6. Dials a number.					
7. Takes a telephone message.					
8. Demonstrates a time relationship concept. Example: Knows difference between 15 minute break and a 1 hour lunch.					
9. Places a telephone call from home phone.					
10. Maintains on task behavior for a specified length of time for task completion.					

A. Work Habits - continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
11. Obtains a telephone number from information operator.					
12. Demonstrates understanding of words of a job related vocabulary.					
13. Finds number in alphabetical list in telephone white pages.					
14. Uses time clock at beginning and end of work period and for task timing when required.					
15. Utilizes appropriate tools and efficient work methods.					
16. Follows safety rules of the work environment:					
a. Maintains eye contact to task as a preventive measure.					
b. Puts away equipment and materials after completion of task.					
c. Cleans work area after task completion.					

A. Work Habits - continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
16. Follows safety rules of the work environment: continued d. Keeps body and limbs a safe distance from hazardous areas of the work environment.					
e. Uses proper lighting sources for work tasks.					
f. Puts on and/or uses appropriate protective devices.					
g. Maintains safe working environment by maintaining organization of tools, supplies and materials. Example: When building a book case - frequently returns tools to their storage area, sweeps up sawdust and cleans away scrap materials.					

A. Work Habits - continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
17. Produces an acceptable product by completing a work cycle, without constant supervision in a specified area.					
18. Proceeds immediately from one task to next task, or to next work area.					
19. Utilizes a public transportation system or sheltered means of transportation to arrive at work destination on time.					
20. Uses telephone to secure services and products within the community.					

Prevocational Checklist

Work Abilities

NAME

DATE

B. Work Attitudes	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Seeks help with work task when needed.					
2. Maintains concentration to task despite environmental distractions.					
3. Begins appropriate assignment within 5 minutes after entering work area.					
4. Demonstrates responsible behavior on the job by completing work task and putting away tools.					
5. Demonstrates job related self care skills.					
a. care of bodily functions (clean teeth; hair; arms; hands; fingernails; clean shaven, both male and female; and absence of body odor)					
b. basic dressing skills (clean and neatly pressed clothes)					

B. Work Attitudes -continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
5. Demonstrates job related self care skills. - continued c. basic grooming skills. (neatly combed hair, applied make-up)					
6. Attends job location regularly, absent only for sickness or other valid reason.					
7. Arrives at work location on time.					
8. Communicates appropriately that he doesn't understand task or procedure. Example: tapping or pointing.					

Prevocational Checklist

NAME

DATE

C. Language	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Selects an object named.					
2. Uses phrases or appropriate non-verbal communication to have needs met when prompted.					
3. Uses short sentences.					
4. Uses nouns in speech.					
5. Uses verbs in speech.					
6. Uses short sentences when assistance is needed.					
7. Imitates all new words spontaneously.					
8. Relates verbally appropriate tool name.					
9. Makes simple work related requests unprompted.					
10. Follows three stage instructions.					
11. Uses sentences to communicate an idea.					

Pr vocational Checklist

C. Language - continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
12. Uses pronoun "I."					
13. Asks questions.					
14. Relates events of the day.					
15. Communicates appropriately that he doesn't understand.					
16. Uses pronouns in speech.					
17. Uses prepositions in speech.					
18. Uses adjectives and adverbs in speech.					
19. Follows written numerical instructions.					
20. Follows conditional instruction.					
21. Follows procedures for receiving pay.					

Prevocational Checklist

Interpersonal Factors

NAME _____

DATE _____

D. Group Participation

	1st Semester		2nd Semester		
	Pre-Test	Post-Test	Pre-Test	Post-Test	COMMENTS
1. Works cooperatively.					
2. Joins on-going activities.					
3. Self-initiates appropriate break time activities.					
4. Does arts and crafts.					
5. Plays cards.					
6. Plays table games.					
7. Dances.					
8. Swims.					
9. Plays board games.					
10. Wins and loses gracefully.					
11. Plays team sports.					
12. Sews.					
13. Goes camping.					
14. Bowls.					
15. Jogs.					
16. Plays a musical instrument.					

Prevocational Checklist

Interpersonal Factors

D. Group Participation continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
17. Enjoys gymnastics.					
18. Enjoys gardening.					
19. Plays tennis.					
20. Plays golf.					

Prevocational Checklist

Interpersonal Factors

NAME _____

DATE _____

E. Interaction with others	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Works beside another person.					
2. Takes part in work area routine.					
3. Responds appropriately to friendly greeting.					
4. Looks at person while communicating.					
5. Likes to be in the presence of other people.					
6. Initiates and/or accepts appropriate touching.					
7. Demonstrates appropriate attention seeking behaviors.					
8. Maintains appropriate social distance.					
9. Engages in conversation.					
10. Apologizes appropriately.					
11. Waits while others speak.					
12. Introduces self to others.					

Prevocational Checklist — **Interpersonal Factors**

E. Interaction with others continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
13. Introduces others to co-workers.					
14. Can identify own belongings.					
15. Returns borrowed or "checked out" item.					
16. Can use lock and key.					
17. Demonstrates sufficient work related social interaction skills.					
a. initiates, sustains and terminates a teacher planned interaction with peers.					
b. rejects or accepts appropriate interactions with peers. (If accepts interaction, sustains and terminates)					
c rejects (inappropriate physical or verbal interactions initiated by peers.					

Prevocational Checklist	Interpersonal Factors				
E. Interaction with others continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
18. Uses appropriate procedure during crisis situation - informs supervisor, leaves situation or ignores peer.					

Prevocational Checklist

Task Related Job Competency

NAME _____

DATE _____

F. Agriculture Job Development	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Rakes leaves.					
2. Sweeps sidewalks.					
3. Picks up paper.					
4. Uses hoe to cut weeds.					
5. Uses shovel to move soil from one place to another.					
6. Loads materials with pitchfork.					
7. Uses wheelbarrow to transport tools and materials.					
8. Operates push type spreader seeder.					
9. Uses push type single wheel cultivator.					
10. Removes weeds and/or thins out plants.					
11. Roots plants.					
12. Waters plants properly (container grown and field grown).					

F. Agriculture Job Development continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
13. Fertilizes plants (dry).					
14. Fertilizes plants (liquid).					
15. Places portable sprinkler and turns on faucet.					
16. Fills plant containers with potting soil.					
17. Applies dust formulations of pesticides with hand applicator.					
18. Transplants plants, both container and field grown.					
19. Plants seeds properly or plant parts of any size.					
20. Mixes potting soil using power mixer.					
21. Operates walk behind type of garden tractor with mowing or tillage implements. (practice)					
22. Operates garden tractor with riding cart or sulky. (practice)					

F. Agriculture Job Development continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
23. Operates garden tractor with steering sulky.					
24. Operates garden tractor with grader blade on. (practice)					
25. Applies agricultural chemicals with garden hose attachment sprayer.					
26. Applies agricultural chemicals with pressure sprayer.					
27. Treats for mealy bugs on indoor plants.					
28. Cares for office plants.					
29. Harvests crops when mature.					
30. Mows a given area of turf, with power equipment, without missing places.					
31. Cultivates a given garden area completely with power equipment.					
32. Manages a small home garden.					

Prevocational Checklist

Task Related Job Compentency

NAME _____

DATE _____

G. Distributive Job Activities	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Unpacks cartons (places contents nearby).					
2. Puts away merchandise within restricted area with verbal prompt.					
3. Moves cartons of stock using hand truck or dolly.					
4. Operates punches, staplers and other manual and/or power assisted simple machinery.					
5. Boxes pre-selected stock for delivery.					
6. Delivers written messages to proper persons within work environment.					
7. Wraps and secures packages with tape.					
8. Makes simple sign using sign machine.					
9. Discriminates items and stock shelves.					

G. Distributive Job Activities continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
10. Performs cooperative tasks which involve communication with other workers.					
11. Performs tasks which require communication with the public.					

Prevocational Checklist — Task Related Job Competency

NAME _____

DATE _____

H. Clerical Job Development

	1st Semester		2nd Semester		COMMENTS
	Pre-Test	Post-Test	Pre-Test	Post-Test	
1. Removes staples from assembled materials.					
2. Hole punches five sheets of paper using guides.					
3. Counts stacks of twenty pages.					
4. Separates bulletins according to color or page number.					
5. Collates bulletins of five to six pages.					
6. Staples bulletin of five to six pages according to model.					
7. Staples collated papers without a model (8 steps).					
8. Files papers in alphabetical order.					
9. Places and glues band of paper around stacks of assembled materials (similar to bank money).					

H. Clerical Job Development continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
10. Operates continual feed liminating machine.					
11. Runs errands throughout the facility.					
12. Operates heavy duty injury proof cutting machine.					
13. Inserts missing pages into collated booklets.					
14. Staples collated papers (5 steps) using judgment for staple placement.					
15. Glues booklets using a jig.					
16. Operates collating machine (non-autonatic type).					
17. Operates binding machine.					
18. Operates spirit process duplicating machine (dittos).					
19. Operates mineograph machine (stencils).					

Prevocational Checklist — **Task Related Job Competency**

NAME _____

DATE _____

I. Home Economics Job Development

	1st Semester		2nd Semester		
	Pre-Test	Post-Test	Pre-Test	Post-Test	COMMENTS
1. Uses a bottle opener.					
2. Uses a can opener (not electric).					
3. Makes bed with linens on bed in place.					
4. Dry mops floor of own room.					
5. Hangs clothes on line to dry.					
6. Sweeps a floor using dust pan and not missing areas.					
7. Washes clothes by hand.					
8. Washes dishes by hand.					
9. Sorts clothes by color before washing.					
10. Using a dusting cloth, dusts flat and non-flat surface.					
11. Vacuums a rug without missing areas.					
12. Sets cooking appliance to a given temperature.					

Prevocational Checklist Task Related Job Competency

I. Home Economics Job Development continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
13. Sets timer on an applicance to a given time period.					
14. Uses measuring utensils for volume measures. Example: cups and spoons for liquid and dry measure.					
15. Dries clothes in a dryer.					
16. Makes a bed including changing linens.					
17. Prepares simple meals.					
18. Wet mops floor using hot water and detergent covering entire area.					
19. Cleans and polishes shoes.					
20. Operates coin operated machines.					

Prevocational Checklist I. Home Economics Job Development continued	Task Related Job Competency 1st Semester Pre-Test	 Post-Test	 2nd Semester Pre-Test	 Post-Test	COMMENTS
21. Cares for cleaned and dried laundry properly.					
a. Folds flat articles.					
b. Hangs appropriate item on hangers (blouses, shirts, pants).					
c. Irons flat articles.					
d. Irons non flat articles.					
22. Places appropriate table settings for a given number of people.					
23. Reads simple instruction on packages and cans for the following information:					
a. Temperature.					
b. Added ingredients.					
c. How long to cook.					
24. Mends a tear in material or mends a separated seam.					

I. Home Economics Job Development continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
25. Completes all tasks involved in caring for table settings, cooking and serving ware.					
26. Demonstrates ability to choose appropriate foods to provide a reasonable nutritional balance.					

Prevocational Checklist

Task Related Job Competency

NAME

DATE

J. Industrial Job Development Hand Tools (non power)	1st Semester		2nd Semester		COMMENTS
	Pre-Test	Post-Test	Pre-Test	Post-Test	
1. Uses open-end wrench.					
2. Selects proper size open-end wrench.					
3. Fits adjustable open-end wrench to bolt or nut.					
4. Uses box-end wrench.					
5. Selects proper size box-end wrench.					
6. Uses socket wrenches.					
7. Selects proper size sockets.					
8. Uses Phillips type screwdriver.					
9. Uses flat blade type screwdriver.					
10. Selects proper type and size of screw-driver.					
11. Selects and use ratchet wrenches.					
12. Cuts through a small board using mitre box.					

J. Industrial Job Development Hand Tools (non power) coninued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
13. Drives nails into wood with hammer.					
14. Removes bent nails.					
15. Uses clamping devise to hold work in place.					
16. Cuts off small piece of soft metal with hacksaw.					
17. Deburrs cut edges with a file.					
18. Cuts plastic pipe using wheel type cutter.					
19. Cuts thin wall metal tubing with wheel type cutter.					
20. Cuts pipe or rigid conduit with wheel type cutter.					
21. Cuts out simple shapes with coping saw.					
22. Assembles plastic pipe and fittings.					

J. Industrial Job Development Hand Tools (non power) continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
23. Flares the end of copper tubing.					
24. Cuts threads on pipe using hand die.					
25. Assembles threaded pipe and fittings with pipe wrench.					
26. Drills with brace and bit.					
27. Builds simple box with hand tools.					
28. Squares end of board with try square and handsaw.					

Prevocation Checklist Task Related Job Competency

NAME _____

DATE _____

K. Industrial Job Development Power Tools	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
1. Drills holes using drill press.					
2. Drills using hand held power drill.					
3. Removes and installs threaded fasteners using power wrenches.					
4. Cuts out simple shapes using power jig saw.					
5. Cuts on a curving line with power sabre saw.					
6. Sands flat surfaces with orbital sander.					
7. Cuts off lumber with a radial arm saw.					
8. Rips lumber lengthwise with a table saw.					
9. Surfaces wood with a hand held belt sander.					
10. Cuts off lumber with a hand held power circular saw.					

K. Industrial Job Development Power Tools- continued	1st Semester Pre-Test	1st Semester Post-Test	2nd Semester Pre-Test	2nd Semester Post-Test	COMMENTS
11. Uses a power bench grinder to deburr metal.					
12. Operates hand held power grinder.					
13. Uses a rotary wire brush.					
14. Uses a small sand blaster.					
15. Soft solders using iron or gun (practice).					
16. Solders using torch (practice).					
17. Lays out pattern by tracing on sheet metal.					
18. Cuts sheet metal on layout lines with shears.					
19. Forms sheet metal into a simple box and solders edges.					

Prevocational Checklist (Scope and Sequence Chart)

	WORK ABILITIES			INTERPERSONAL FACTORS		TASK RELATED JOB COMPETENCY					
	Work Habits (skills)	Work Attitudes	Language	Group Participation	Interaction with others	Agricultural	Distributive	Clerical	Home Economics	Industrial Hand Tools	Industrial Power Tools
100%	17 18 19 20 14 15 16 13 9 10 11 12	 8 7 	18 19 20 21 17 	16 17 18 19 20 11 12 13 14 15 10	17 18 	32 30 31 26 27 28 29 22 23 24 25 18 19 20 21	11 9 10 8	 19 17 18 16 14 15	26 23 24 25 19 20 21 22	28 26 27 24 25 21 22 23 18 19 20	17 18 19 15 16 12 13 14 10 11 7 8 9
90%	8 6 7 5	 5 6 4	13 14 15 16 10 11 12 	5 6 7 8 9 	13 14 15 16 12	 15 16 17	 5 6 7 	12 13 10 11 7 8 9 	16 17 18 14 15 9 10 11 12 13 7 8	16 17 14 15 13	4 5 6
80%	3 4	3	9 8 7	4	11 10	12 13 14 10 11 7 8 9		5 6 4		11 12 10	2 3 1
70%		2 1	6	3 2 1	9 7 8	6 5 1 2 3 4	4 3	3 2	5 6	9 5 6 7 8 4	
60%	2		5 2 3 4		5 6 4		2	1	4 3	2 3 1	
50%	1		1		1 2 3		1		1 2		
0%											

Skills to be found in learning readiness,
Language, Visual, Self-help Curriculum.
Other skills to be found in Parent Education Assessment.